

DUTY STATEMENT

CCTC-AGENCY (REV 06/18)

		RPA #	EFFECTIVE DATE:
EMPLOYEE'S NAME		POSITION NUMBER (Agency - Unit - Class - Serial)	
DIVISION/UNIT Professional Services Division		CLASS TITLE/WORKING TITLE Consultant in Teacher Preparation (Program Evaluation and Research)	

You are a valued member of the Commission on Teacher Credentialing (CTC). You are expected to work cooperatively with all employees, our customers and members of the public to enable the CTC to provide the highest level of service possible. Your creativity and ingenuity are encouraged. Your commitment to treat others fairly, honestly, respectfully and professionally is critical to the success of the CTC's Mission.

BRIEFLY (1-3 sentences) DESCRIBE THE POSITION'S PRIMARY ROLE AND PURPOSE. PLEASE INCLUDE THE POSITION'S REPORTING RELATIONSHIP AND LEVEL OF INDEPENDENCE.

Under general supervision of the Administrator the Consultant performs the following:

Percentage of time performing duties	Indicate the duties and responsibilities assigned to the position and the percentage of time spent on each. Group related tasks under the same percentage with the highest percentage first.
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40%

ESSENTIAL FUNCTIONS

Grant Funded Programs - Under the direction of the Grants Administrator, provide oversight of the implementation of the state-funded Teacher Residency, Classified School Employee Teacher Credentialing, Dyslexia Grants to Preparation Programs, Computer Science Supplementary Authorization Incentive, and other grant programs administered by the Commission, as well as any associated subgrant process within these grant programs.

This work includes assisting the Administrator in developing Requests for Applications (RFAs); posting RFAs; collecting applications; assisting the Administrator in reviewing applications; assuring that grantees are carrying out the provisions of their funded applications on time and on budget; assisting the Administrator in developing data requirements for grantee reporting; developing and implementing data reporting processes from grantees, analyzing and reporting data submitted by grantees; assuring that grantees provide required reports as specified in the authorizing legislation; managing fiscal documents and processes under direction from the Administrator and Business and Fiscal Services; developing agenda items for the Commission to update the Commission on the progress of the implementation of these grants; and other processes and/or grant management-related responsibilities as assigned.

30%

Accreditation Unit Work - Responsible for assistance in the implementation of the accreditation system for institutions of higher education and local education agency-based programs offering educator preparation programs. This includes document review processes, the site visit process, and/or other accreditation-related responsibilities as assigned.

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	<p>Sample tasks the consultant would be responsible for may include communicating with current and prospective program sponsors about the Commission's standards, providing technical assistance, organizing and/or facilitating the review process for sponsors responding to program standards as needed, training and coordinating the work of reviewers of program submissions, reviewing preconditions, common standards, and/or program standards responses for any program submissions received, and facilitating or assisting in facilitating any aspect of the accreditation process as directed by the Administrator of Accreditation and/or the Division Director.</p>
10%	<p>Grant Technical Assistance – Under the direction of the Grants Administrator, respond to questions and needs for technical assistance from applicants and grantees; hold virtual office hours for applicants and grantees; and work with agency partners to publicize grant opportunities and how they can be used with other funding available.</p>
10%	<p>Policy Development and Other Policy-Related Work - Responsible for research, development and/or updating of Commission policies relating to educator preparation, or assisting in the development and updating of these policies, as assigned. This work may include consultative and analytical duties in researching and developing policies relating to current issues in educator licensing, convening and coordinating the work of advisory panels, and preparation of agenda items for Commission action. If new policies and/or standards are adopted, the consultant is responsible for implementing and/or assisting in implementing related activities consistent with the new policies and standards.</p>
10%	<p>Other Professional Services Division-related Work – Responsible for assisting in other work relating to the activities of the Professional Services Division as needed and as directed by the Division's Administrators. This work may include work relating to assisting in the development of standards that serve as the basis for licensure examinations, work relating to public records act and other requests for information, and similar activities.</p>
<p>KNOWLEDGE AND ABILITIES <i>Knowledge of:</i> Grant development, monitoring, reporting, contracting, and funding processes. Planning, development, implementation, monitoring and evaluation of professional education preparation programs, including but not limited to traditional educator preparation, alternative educator preparation, and residency model educator preparation programs and approaches. Principles and methods of program evaluation. Budget preparation, management, and review for complex program operations and activities.</p> <p><i>Ability to:</i> Analyze policy issues related to grants, educator preparation, and the evaluation of professional preparation programs; use alternative approaches to the determination of program status; consult</p>	

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with partners, including local education agencies, colleges, universities, other state agencies, and professional organizations regarding educator education programs and evaluation; and prepare policy recommendations related to specific areas of assigned responsibilities.

Skill to:

Collaborate with and provide consultative services to local education agencies, school administrators, college and university deans, program directors, professional associations, and community representatives regarding program development, implementation, and evaluation strategies based on knowledge of best practices and current research in the field. Skill to present complex information in an understandable and usable way to grantees and preparation programs, and skill to provide both in-person and technology-mediated technical assistance to grantees and preparation programs.

INTERPERSONAL SKILLS

Demonstrates a commitment to performing duties in a service-oriented manner. Demonstrates a commitment to maintaining a work environment free from discrimination and sexual harassment. Maintains good work habits and adheres to all policies and procedures. Fingerprint clearance required.

DESIRABLE QUALIFICATIONS

Background and/or experience in grants, accreditation, teacher preparation, and/or TK-12 public education

Integrity – consistently adheres to his/her duties to execute the mission and responsibilities of the Commission

Expertise – is a reliable source of accurate information

Teamwork – works collaboratively and in recognition of the contribution each person makes to the common purpose

Respect – recognizes the validity of other points of view and treats others with civility

Problem Solving – strives to find creative, practical and effective solutions to achieving desired goals

Excellent writing skills, strong analytical, judgment, organizational and presentation skills

Ability to interpret and transform regulations into policy

Proficiency in Outlook, Excel, PowerPoint, and Word

Ability to follow detailed instructions

WORK ENVIRONMENT, PHYSICAL OR MENTAL ABILITIES

Work Environment:

Requires prolonged sitting, use of telephone and computer terminals, frequent contact with employees and some public contact. Per the Fair Labor Standards Act (FLSA), exempt/excluded employees are expected to work, within reason, as many hours as necessary to accomplish their assignments or fulfill their responsibilities and must respond to directions from management to complete work assignments by specific deadlines. Exempt/excluded employees may be required to work specific hours to provide services when deemed necessary by management. May be required to travel.

Physical Ability

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Must possess and maintain sufficient strength, agility, endurance, and sensory ability to perform the duties contained in this duty statement.

Mental Ability

- Ability to communicate clearly and tactfully
- Ability to read and follow written and oral instructions
- Ability to change tasks and work with multiple task assignments

Some of the requirements above may be accommodated for otherwise qualified individuals requiring and requesting such accommodations.

PERSONAL CONTACTS

Has daily contact with Commission management and staff, and may have daily contact with TK-12 school administrators and other educational personnel, higher education personnel, communities of interest, and the public.

LEVEL OF RESPONSIBILITY – ACTIONS AND CONSEQUENCES

Failure to use good judgment in handling sensitive and confidential information could result in confidential and/or incorrect information being released to unauthorized persons, and may result in adverse actions.

MANAGER/SUPERVISOR'S STATEMENT: ***I HAVE DISCUSSED THE DUTIES OF THE POSITION WITH THE EMPLOYEE***

MANAGER/SUPERVISOR'S NAME (Print)	MANAGER/SUPERVISOR'S SIGNATURE	DATE
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EMPLOYEE'S STATEMENT: ***I HAVE DISCUSSED WITH MY SUPERVISOR THE DUTIES OF THE POSITION AND HAVE RECEIVED A COPY OF THE DUTY STATEMENT***

The statements contained in this duty statement reflect general details as necessary to describe the principal functions of this job. It should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absence of relief, to equalize peak work periods or otherwise balance the workload.

EMPLOYEE'S NAME (Print)	EMPLOYEE'S SIGNATURE	DATE
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